



**2021-2022**

## Curriculum Council

*All meetings will be held in the ECS Board Room.*

Presentation: <https://docs.google.com/presentation/d/1Lnhp->

[J5h1wwk6y4y94SOTEi4vuRUVog /edit?usp=sharing&ouid=115471126852462151536&rtpof=true&sd=true](https://docs.google.com/presentation/d/1Lnhp-J5h1wwk6y4y94SOTEi4vuRUVog/edit?usp=sharing&ouid=115471126852462151536&rtpof=true&sd=true)

**Meeting Minutes: Dec. 14, 2021**

**Approved**

**Members Present:** T. Zaccardo, L. Shaw, AM. Crye, K. Finter, D.Knapp, K. McLaughlin, K. Williamson, D. DiSabato, A. Magin, A. Ricci, MA. Buckley, C. Prescott, D. Denner, C. Saar, J. Birkemeier, T. Pero

<b>Meeting Minutes</b>	
<p><b>Warm Welcome</b></p> <p><b>a. Approval of November Minutes</b></p> <p><b>b. Welcome</b></p>	<p>November Minutes were approved by group consensus.</p> <p>As a Warm Welcome, Members were asked to reflect on the work of the council this year with an elbow partner on a “glow” and “grow” for the council this year. Members commented glows of having high enthusiasm around the goals for the year, accomplishing a great deal in a short amount of time, working towards a district-wide curriculum writing process. Grows identified were how to communicate what is being done within our group to the district and the community (transparency), having all teachers eventually take ownership of the curriculum writing process.</p>
<p><b>I. Engaging Learning Activities/ Council Business</b></p> <p>a. Components of Curriculum Writing/Process</p> <p>b. Developing Deep Understanding</p>	<p>Part I: What is Understanding?</p> <ul style="list-style-type: none"> <li>● Reminders about evaluating the presentation not for just the knowledge of the group but for use as a training protocol for curriculum writers in VCS.</li> <li>● Key components of presentation: What does it mean to understand? What planning process leads to developing an understanding-based curriculum?</li> <li>● The group engaged in a t-chart activity comparing an expert who truly understands vs. someone who may have a high level of knowledge but not a deep understanding.</li> <li>● Group shared out with partners around t-charts and developed a definition of “someone who understands” <ul style="list-style-type: none"> <li>○ Understanding means application, transfer, and put into practice, can explain to others, demonstrate, practice, and reflect, actions are instinctual centered on a deep understanding.</li> </ul> </li> <li>● Group read first two pages of “Teaching for Understanding” article <a href="https://drive.google.com/file/d/1wfoZwX79B8otT8o-wZl5oyMLGPONPvxV/view">https://drive.google.com/file/d/1wfoZwX79B8otT8o-wZl5oyMLGPONPvxV/view</a> <ul style="list-style-type: none"> <li>○ Group shared the value in approaching learning in this way and how we at VCS can build a curriculum around the idea of teaching for understanding.</li> </ul> </li> </ul> <p>Part II of the presentation focused on “How do we plan an understanding-based curriculum?” focused on the template for writing curriculum.</p> <ul style="list-style-type: none"> <li>○ Shift from day-to-day focus to a “big picture” more student-centered focus for future curriculum writing</li> </ul>

	<ul style="list-style-type: none"> <li>○ Stage 1: Determining Desired Results: What do we want our students to know, understand, and be able to do?</li> <li>○ Stage 2: Determining Evidence of learning <ul style="list-style-type: none"> <li>■ Want to guarantee alignment between stages 1 &amp; 2 when the curriculum is written/evaluated.</li> </ul> </li> <li>○ Stage 3: What common learning events will all of our students experience? What formative assessments will be used and how will they support student learning? <ul style="list-style-type: none"> <li>■ Whatever goes into stage 3 relates back to stages 1 &amp; 2. Must all be aligned.</li> </ul> </li> <li>○ A lot of work is to be done, this is a long-term process aimed at building a quality sustainable, and aligned curriculum.</li> </ul> <p>Group asked for feedback around the presentation from today</p> <ul style="list-style-type: none"> <li>● Please use this <a href="#">link</a> to provide additional feedback</li> <li>● Parking lot page capturing items for continuing conversations: See parking lot poster page. <ul style="list-style-type: none"> <li>○ Changing transfer section in stage 1 to VCS Standard or goal for K-12 transfer goals in different curricular areas to clarify its intent in the process.</li> <li>○ A suggestion that the training process needs to highlight the reminder that the curriculum has 3 stages, and they should come in order, and the why for each.</li> <li>○ The format of the document should be such that teachers can see the value in using it as a consistent reference tool.</li> <li>○ Comment about acknowledging the reality of state standards and standardized tests that exist within the world of education when the curriculum is being written.</li> </ul> </li> </ul> <p>Next steps: Plans to train writers of the curriculum through the Office of Instruction, textbook process, and regulation around that, the district leadership team will receive the training from today's meeting.</p>
<p><b>Optimistic Closure: Round Table</b></p>	<p>No new items were brought by the Council Members.</p> <p><b>Next Meeting: January 5, 2022</b></p>